

# **Tennessee, Part C Annual Performance Report 2010 – 2011**



## **State Department of Education Division of School Readiness and Early Learning**

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## Tennessee, Part C Annual Performance Report (APR) for FFY 2010-2011

**Overview of the Annual Performance Report Development:**

The Lead Agency in Tennessee for Part C, Individuals with Disability Education Act (IDEA) is the State Department of Education (DOE). As of September 2010, Tennessee's Early Intervention System (TEIS) is administrated within the Division of School Readiness and Early Learning (DSREL) out of the Office of Early Childhood (OEC).

The Annual Performance Report (APR) was developed in conjunction with and approved by the State Interagency Coordinating Council (SICC) for the required indicators. Measures to complete the annual report were as follows:

1. Data utilized in the APR were gathered from Federal 618 Data Reports, **full fiscal year data** from Tennessee Early Intervention Data System (TEIDS), child outcomes data, family surveys, and monitoring activities.
2. The Part C Monitoring Coordinator took lead responsibility in the APR development and submission, along with necessary revisions to the State Performance Plan (SPP). The Part C State Data Manager provided the analysis of data for APR results Indicators. Additional Office of Early Childhood (OEC) personnel provided content and consultation for indicators. OEC personnel reviewed the APR utilizing the following Federal Office of Special Education Programs (OSEP) documents: Part C Instruction Sheet (11/2011); Tennessee's 2010 APR Letter and accompanying Part C FFY 2009 State Performance Plan (SPP)/ Annual Performance Report (APR) Response Table (6/20/11); Part C Indicator Measurement Table (11/2011); and OSEP Memo 09-02 regarding reporting on the correction of noncompliance.
3. The first draft was completed December 1 for review and feedback by the Office of Early Childhood (OEC) Director. At the same time, the draft was sent out for external review and feedback from Mid-South Regional Resource Center (MSRRC).
4. The Part C Monitoring Coordinator reviewed a draft of the APR with the State Interagency Coordinating Council (SICC) Chairperson on January 5, 2012. Recommendations were incorporated into the final Report. The Chairperson presented the full review of the APR with SICC membership on January 24 at the regularly scheduled meeting. See Attachment for Tennessee's ICC Certification.
5. The FFY 2010-2011 APR and revised SPP were submitted to the Federal Office of Special Education Programs (OSEP) on February 1, 2012. Following the state's period of clarification provided by OSEP, the APR and revised SPP will be posted on the State's website located at [http://tennessee.gov/education/teis/reports\\_data.shtm](http://tennessee.gov/education/teis/reports_data.shtm). Notification regarding the posting will be sent to all early intervention community and SICC membership.

Information regarding Tennessee's performance relative to the Federal and State targets is found under each indicator in the APR. Performance of each Early Intervention Service (EIS) Program based on Federal and State targets will be reported in the *Annual Report to the Public* which will be posted on the State's Part C website in March 2012. In Tennessee, EIS programs are defined as the nine Tennessee Early Intervention Point-of-Entry Offices (TEIS-POEs).

## Part C State Annual Performance Report (APR) for FFY 2010-2011

**Overview of the Annual Performance Report Development:**

Refer to Overview, page 3.

**Monitoring Priority: Early Intervention Services In Natural Environments**

**Indicator 1:** Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

(20 U.S.C. 1416(a)(3)(A) and 1442)

**Measurement:**

Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Account for untimely receipt of services, including the reasons for delays.

Tennessee's definition for "timely services": no longer than 30 calendar days from the date of parent consent on an IFSP for a service.

$$98\% = 5339/5476 \times 100$$

Number of children with service delays attributable to exceptional family circumstances = 234

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for FFY 2010-2011:**

97.50% - based on 5339 infants and toddlers with timely services out of 5476 infants and toddlers with new services initiated during the fiscal year on any IFSP type (initial, six-month review, annual, review change). Data account for the timely receipt of all services for a child rather than individual services. For example, if a child had four services and any one of the four was delivered untimely, the child had untimely service delivery.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

FFY 2010-2011 data were reported from the Tennessee Early Intervention Data System (TEIDS) – full census data for Part C eligible infants and toddlers across all IFSP types (i.e., initial, six-month review, annual, review change).

Monthly data were compiled by the nine Point of Entry (POE) Data Managers and were reviewed by TEIS-POE leadership prior to submission to the Office of Early Childhood (OEC), Part C Monitoring Coordinator. POE data reports accounted for reasons of untimely service delivery (i.e., family or system). The Part C Monitoring Coordinator and OEC State Data Manager pulled full census year data and conducted a match with data submitted by each POE. This data match was done in order to ensure fidelity of fiscal data collected. A review of the final matched data was completed by OEC monitoring personnel in order to validate reasons for untimely service delivery determined by POE Data Managers.

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Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for timely service delivery.

<b>Total # Infants/Toddlers with Delivered Services</b>	<b># of Infants/Toddlers with Timely Services</b>	<b># of Infants/Toddlers with Untimely Services Due to Exceptional Family Circumstances</b>	<b>Total # of Infants/Toddlers with Timely Delivered Services</b>
5476	5105	234	5339

Documented exceptional family circumstances for delay include child/family sickness, family vacation, family's preferred scheduling, etc. System issues identified for delay include difficulty in assigning an early interventionist who fits into the family's schedule, provider/vendor delays in beginning services, waiting for physician or medical authorization, and lack of provider or TEIS-POE documentation.

Measurement:

- Number of Infants/Toddlers with Timely Delivered Services (5339) = # of Infants/Toddlers with Timely Delivered Services (5105) + # of Infants/Toddlers with Untimely Services Due to Exceptional Family Circumstances (234)
- Percentage of Infants/Toddlers with Timely Delivered Services (98%) = Total # of Infants/Toddlers with Timely Delivered Services (5339) / Total # of Infants/Toddlers with Delivered Services (5476) x 100.

The Lead Agency reports progress from FFY 2009-2010 for Indicator 1. Data for FFY 2010-2011 reveals that 97.50% of children had timely delivery of services where in FFY 2009-2010 the percentage was 97.26%. This represents a .24% improvement from FFY 2009-2010.

The Lead Agency utilizes family survey developed through the National Center for Special Education Accountability Monitoring (NCSEAM) for Annual Performance Report, Indicator 4. This survey collects feedback from families participating in Part C early intervention. Refer to Indicator 4 for information about survey distribution and data collection. The Lead Agency is pleased with the 2011 responses for survey items which are applicable to early intervention service delivery:

- The services on our IFSP have been provided in a timely way – 95%
- The early intervention service providers(s) that work with my child are dependable – 97%
- The early intervention service provider(s) that work with my child are easy for me to talk to about my child and family – 98%

### Status of FFY 2009-2010 Findings

All nine EIS programs were monitored during FFY 2009-2010. Five findings of noncompliance (ET, SE, UC, SC, and MD) were made relative to Indicator 1 through annual monitoring. Office of Early Childhood (OEC) monitoring personnel verified that correction for the five findings occurred in a timely manner (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have initiated services for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS.

The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Correction is determined through verification of all child-level noncompliance (if applicable) and through a review of subsequent data. Information regarding how the Lead Agency implements the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

### **Correction of FFY 2009-2010 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance.**

1. Number of findings of noncompliance that state made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	5
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	5
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

### FFY 2010-2011 Findings of Noncompliance

All nine EIS programs were monitored during FFY 2010-2011. Seven findings (ET, SE, UC, GN, SC, NW, and MD) of noncompliance made relative to Indicator 1. Information regarding these findings will be reported in Indicator 9 of the

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February 2013 APR. Of important note, OEC monitoring personnel have verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

<b>Activity/ Action</b>	<b>Timelines</b>	<b>Resources</b>	<b>Activity Status</b>
Monitor the effectiveness of early intervention providers and vendors in relation to timely service delivery	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, and Monitoring personnel	Ongoing activity that is now integrated into routine processes.  OEC Data Managers pull and clean service delivery data monthly. Reports are provided to the POE District Administrator and leadership in order to monitor timely service delivery; addressing service provider issues where found.
Assign OEC Training personnel to each Early Intervention Resource Agency (EIRA) as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed.  As of August 2010, each EIRA has a specific OEC Trainer as their point of contact for training and technical assistance.
Conduct program analysis for EIRAs relative to performance on timely delivery of service, natural environment, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel	Completed in Fall 2010.  Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel.  Process for EIRA program analysis has been modified. See new activity established below under <i>Revisions to Improvement Activities</i> .
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff	Completed. A cyclical schedule has been established.

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quality measures.			
Utilization of early intervention service providers will be based on performance of timely service delivery.	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.	Remove this activity established in the FFY 2009-2010 APR as the Lead Agency does not make decisions solely on this criterion alone.
Conduct an internal review for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	OEC Accountant, CRO personnel	Ongoing activity.  An internal review process was initiated during Fall 2011 for early intervention vendors who provide developmental therapy. The reviews consisted of TEIDS Service Log entries for adherence to TEIS operations standards.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed.  The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	Part C Monitoring Coordinator, State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes.  The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes.  Based on annual monitoring data,

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Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.			it is believed that the re-structure of these positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly; providing information to POE leadership where issues can be more promptly addressed.
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**Other Activities during FFY 2010-2011**

Spring 2011, the TEIS Operations Manual was updated/revised. This Manual details daily/routine operations within the TEIS System from the point of referral into TEIS to transition/exit. The Manual also contains information pertinent to EIS providers (i.e., Early Intervention Resource Agencies (EIRAs) and Vendors). The revisions provide additional clarifying language relative to the federal compliance indicator for timely service delivery. The revised Manual was completed July 2011. A designated OEC Trainer working with the Part C Monitoring Coordinator took the lead on revisions working closely with the OEC Training Workforce Development Coordinator and OEC Director. Input was also solicited from a seasoned Service Coordinator. Training on the Manual for all EIS providers is planned during FFY 2011-2012.

In September 2009, the Office of Early Childhood (OEC) afforded statewide educational opportunities for little to no cost to any interested TEIS-POE and Early Intervention Resource Agency (EIRA) personnel interested in furthering their education. The OEC Training Workforce Development Coordinator worked to secure these opportunities through contractual agreements with institutions of higher education throughout Tennessee. The intended outcome for this initiative was to provide opportunities for state personnel, contracted personnel, and/or paraprofessionals to pursue a degree in a related field, thus ultimately improving services to families within the System. The OEC continues to support six TEIS and EIRA personnel in obtaining degrees in Speech Language Pathology and Masters of Education. The results for this initiative have not met intended outcome expectations as over time individuals have dropped out of the program. The Office of Early Childhood will no longer pursue contracts with institutes of higher education after the current degrees have been completed in August 2013. TEIS personnel are state employees and are eligible for payment of one college course per semester from a state funded university as a benefit of employment.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

As the state does not report 100% compliance for Indicator 1, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the removal of one activity and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

**Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)**

Activity/ Action	Timelines	Resources
<p>The internal review (Program Analysis) for EIRAs has been modified to the following components:</p> <p><u>Annual Activities</u> Review of program licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable.</p> <p><u>Bi-Annual Activities</u> Review of program's adherence to the TEIS Operations Manual addressing the following elements related to service delivery: timeliness of service delivery, the entering of service logs into the child's educational record (TEIDS), service log format, completed developmental assessments used at annual IFSPs, and service delivery based on IFSP frequency and intensity,</p>	Begin July 2011 and ongoing	Office of Early Childhood (OEC) Central Reimbursement Office (CRO) personnel, OEC Account, OEC Training Workforce Development Coordinator and Training personnel

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<p>The full OEC Training Team discusses program results upon completion of review. The designated Trainer for the EIRA then reviews program results with the appropriate TEIS District Administrator and develops a plan to address any training needs found. The designated Trainer also meets with the EIRA Director to review analysis results and implements training where determined needed.</p> <p>As of November 2011, OEC Trainers have completed annual internal review activities for EIRAs in all nine TEIS districts. EIRAs in FT, SE, and SW TEIS districts have participated in the bi-annual review processes. The internal review is currently in process for EIRAs in ET</p>		
<p>Revise the Delegated Purchase Authority document for early intervention service providers paid through a vendor agreement. Revisions will contain more explicit language relative to timely service delivery, use of TEIDS service logs for documenting service delivery, and will require documentation of credentials and proof of professional liability insurance for FFY 2012-2013 contract year.</p>	<p>Begin Fall 2011</p>	<p>Office of Early Childhood Director, Central Reimbursement Office personnel, and OEC Accountant working with DOE fiscal personnel, Part C Monitoring Coordinator</p>
<p>Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011.</p> <p>TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.</p>	<p>February 2012</p>	<p>OEC Trainer, Part C Monitoring Coordinator, OEC Director, OEC Accountant, TEIS-POE District Administrators, OEC Data Managers</p>

**Overview of the Annual Performance Report Development:**

Refer to “Overview”, page 3.

<b>Monitoring Priority: Early Intervention Services In Natural Environments</b>
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**Indicator 2:** Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.<sup>1</sup>

(20 U.S.C. 1416(a)(3)(A) and 1442)

<p><b>Measurement:</b> Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.</p>
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<p><b>84% = 3410/4054 x 100</b></p>
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FFY	Measurable and Rigorous Target
2010-2011	85.04% Home and Community

**Actual Target Data for FFY 2010-2011:**

84.11% - based on 3410 infants and toddlers in home and community settings out of 4054 children reported in 618 Data for program settings (Table 2) on December 1, 2010. The Lead Agency did not meet the State Target for this reporting period.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

As originally reported in the 2/1/08 APR (FFY 2006-2007), the Tennessee Early Intervention Data System (TEIDS) contains a validation which requires a statement of justification be completed on an IFSP whenever services are provided outside the natural environment (i.e., home or community settings). The TEIDS process validates the presence of a statement of justification.

The Lead Agency reports slippage in the number of infants and toddlers who received IFSP services in home and community settings - 84% in FFY 2010-2011 as compared to 86% infants and toddlers in FFY 2009-2010. The state's target for this results indicator also increased in FFY 2010-2011 by 2.34% from 82.70% in FFY 2009-2010.

The change from FFY 2009-2010 to FFY 2010-2011 did not represent a significant change in the settings of “home” or “community” as the number and percentage did not change by 10. There was however a significant increase for the setting of “other” from FFY 2009-2010 (587 children) to FFY 2010-2011 (644 children). This was an increase of 57 children for a 10% change. The following concluding statement was reported with the 618 Data submission, “For 2010 618 Child Count Data, “Tennessee had a significant increase in the primary setting of “other”. Data were drilled down the TEIS-POE level. Three POE districts experienced a significant change, with two of those in urban districts. It is believed that the Tennessee state Medicaid agency, TennCare, benefit changes that occurred during this year had an impact on an increase in the primary setting of “other.” The setting of “other” is typically the location of a clinic which is not considered a natural environment.

**APR – Part C (4)****Tennessee****Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

<b>Activity/ Action</b>	<b>Timelines</b>	<b>Resources</b>	<b>Activity Status</b>
Periodic re-assessment for vendor rate improvements relative to the provision of early intervention services in home and community settings by the Division of School Readiness and Early Learning (DSREL) based on resources available and comparable reimbursement rates in TN.	Began October 2007 and ongoing annually	Office of Early Childhood (OEC) Director	Ongoing, annual activity is integrated into routine processes.  Work completed in FFY 2010-2011 for reimbursement rate increases for services rendered in home and community settings was approved for the FFY 2011-2012 contract year. There are no rate increases proposed for FFY 2012-2013.
Monitor the effectiveness of early intervention providers and vendors in relation to the provision of services in the natural environment	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) data managers and Central Reimbursement Office (CRO), Part C Monitoring Coordinator	Ongoing activity that is now integrated into routine processes.  OEC Data Managers pull and clean service delivery data monthly. Reports are provided to the POE District Administrator and leadership in order to monitor services in the natural environment; addressing service provider issues where found.
Assign OEC Training personnel to each Early Intervention Resource Agency (EIRA) as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed.  As of August 2010, each EIRA has a specific OEC Trainer as their point of contact for training and technical assistance.
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on natural environment, timely service delivery, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel, TEIS-POE District Administrators, EIRA Executive Directors and personnel	Completed in Fall 2010.  Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel.
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed. A cyclical schedule has been established.

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Utilization of early intervention service providers will be based on performance for the provision of services within the natural environment	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Part C Monitoring Coordinator	Remove this activity established in the FFY 2009-2010 APR as the Lead Agency does not make decisions solely on this criterion alone.
Conduct an internal review for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	OEC Accountant, CRO personnel	Ongoing activity.  An internal review process was initiated during Fall 2011 for early intervention vendors who provide developmental therapy. The reviews consisted of TEIDS Service Log entries for adherence to TEIS operations standards.
Pilot on-site CSEFEL training targeting three EIRAs in East Tennessee. The purpose of this pilot is to enhance the IFSP team's ability to develop high quality IFSP outcomes.	Fall 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Team; Signal Centers, Emory Valley Center and Sunshine (ARC of Knox Co.), Tennessee Voices for Children personnel	Completed.  Agencies who participated in the 2010 training were offered the opportunity for additional onsite agency training. An application process outlined the requirements for participation. Three EIRA's were selected based on applications received. Two EIRA's focused on center based service provision. One EIRA focused on home based service provision. Each EIRA was provided intensive training through a partnership between TN Voices for Children staff and TEIS Training Workforce Development Staff.  Tennessee Voices personnel and TEIS Training personnel who have worked with EIRA agencies have reported to Team Tennessee that the training has provided agency personnel with additional resources to address children's challenging behaviors.
Develop a relationship with Tennessee Association for the Education of Young Children (TAEYC) to educate and better support community childcare providers who serve TEIS infants and toddlers. It is anticipated that improved relations and linkage with this TN early childhood organization will better utilize community childcare programs for serving Part C eligible children within their natural environment.	Fall 2010	OEC Director, TAEYC Board	Completed.  As of December 2010, the OEC Director participates as a board member with TAEYC representing Tennessee's Early Intervention System (TEIS) children/families relative to board discussions, initiatives, and conference planning. The board meets bi-annually.

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## Tennessee

### Other Activities during FFY 2010-2011

Spring 2011, the TEIS Operations Manual was updated/revised. This Manual details daily/routine operations within the TEIS System from the point of referral into TEIS to transition/exit. The Manual also contains information pertinent to EIS providers (i.e., Early Intervention Resource Agencies (EIRAs) and Vendors). The revisions provide additional clarifying language relative to the federal results indicator for services in the natural environment. The revised Manual was completed July 2011. A designated OEC Trainer working with the Part C Monitoring Coordinator took the lead on revisions working closely with the OEC Training Workforce Development Coordinator and OEC Director. Input was also solicited from a seasoned Service Coordinator. Training on the Manual for all EIS providers is planned during FFY 2011-2012.

In the summer of 2011, the OEC Training Team collaborated with Tennessee School for the Deaf (TSD) personnel to provide training relative to helping families of children who are deaf or have a hearing loss to develop and learn. The SKI-HI Curriculum developed by the Utah State University was utilized. This program offers support and resources in natural environments for families with infants, toddlers, and preschoolers, age birth to five, who are deaf and hard of hearing. Training provided in July 2011 for all 2010 SKI-HI Participants. Additional early interventionists were added to address turnover and capacity needs. New participants who participated in a one day SKI-HI Curriculum session to provide them with the information obtained by 2010 participants. Early Literacy development was the focus of the 2011 SKI HI Training.

The Division of School Readiness and Early Learning (DSREL) personnel are members of Team Tennessee and involved in a collaborative effort with the Center for Social Emotional Foundations of Early Learning (CSEFEL) located at Vanderbilt University. In the spring of 2010, TEIS along with Tennessee Voices for Children and Tennessee Child Care Resource and Referral (CCR&R) sponsored two-day training, attended by TEIS and Early Intervention Resource Agencies (EIRAs), using CSEFEL infant and toddler modules on social and emotional development. A primary intent of CSEFEL is to improve support to childcare teachers enabling them to teach children in natural environment settings, thus decreasing the risk of children being removed from their natural environment. EIRAs that participated in the 2010 training had the opportunity to apply for CSEFEL Coach Training to further develop resources within the state for utilization of this model in natural environments. There were nine EIRAs who applied for Coach Training. See Revisions to Improvement Activities for additional information.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the removal of one activity and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

### **Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)**

Activity/ Action	Timelines	Resources
Deliver Center for Social Emotional Foundations of Early Learning (CSEFEL) Coach Training to selected Early Intervention Resource Agencies (EIRAs). It is expected that this training will increase resources for the CSEFEL model of service provision in home and community settings by providing selected EIRAs with qualified "coaches" who can work with limited assistance by TN Voices and OEC Training personnel.	Begin November 2011 with expected completion by November 2012	OEC Training Workforce Development Coordinator, OEC Training personnel, TN Voices for Children personnel
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011.  TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.	February 2012	OEC Trainer, Part C Monitoring Coordinator, OEC Director, OEC Accountant, TEIS-POE District Administrators, OEC Data Managers

**Overview of the Annual Performance Report Development:**

FFY 2010-2011 is the first year information relative to this Indicator has been reported in the APR. For a historical review, refer to the State Performance Plan (SPP).

**Monitoring Priority: Early Intervention Services In Natural Environments**

**Indicator 3:** Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416(a)(3)(A) and 1442)

**Measurement:**
**Outcomes:**

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A., B., and C.:

- a. Percent of infants and toddlers who did not improve functioning =  $[(\# \text{ of infants and toddlers who did not improve functioning}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .

**Summary Statements for the Three Outcomes:**

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:

Percent =  $\frac{\# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in category (d)}}{\# \text{ of infants and toddlers reported in progress category (a) plus } \# \text{ of infants and toddlers reported in progress category (b) plus } \# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in progress category (d)}} \times 100$ .

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 2:

Percent =  $\frac{\# \text{ of infants and toddlers reported in progress category (d) plus } \# \text{ of infants and toddlers reported in progress category (e)}}{[\text{the total } \# \text{ of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)]} \times 100$ .

## Target Data and Actual Target Data for FFY 2010-2011:

## Targets and Actual Data for Part C Children Exiting in FFY 2010-2011

Summary Statements	Targets FFY 2010-2011 (% of children)	Actual FFY 2010-2011 (% of children) N = 914	Actual FFY 2009-2010 (% of children) N = 544
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program <b>Formula: c+d/ a+b+c+d</b>	74.9%	<b>75.1%</b>	76.7%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program <b>Formula: d+e/ a+b+c+d+e</b>	47.4%	<b>37.8%</b>	41.5%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program <b>Formula: c+d/ a+b+c+d</b>	78.4%	<b>77.3%</b>	74.8%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program <b>Formula: d+e/ a+b+c+d+e</b>	45.2%	<b>36.2%</b>	34.4%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program <b>Formula: c+d/ a+b+c+d</b>	76.9%	<b>79.3%</b>	76.9%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program <b>Formula: d+e/ a+b+c+d+e</b>	49.4%	<b>39.6%</b>	37.7%

## Progress Data for Part C Children for FFY 2010-2011

3A: Positive social-emotional skills (including social relationships).	Actual FFY 2010-2011 (# and % of children)		Actual FFY 2009-2010 (# and % of children)	
a. Percent of children who did not improve functioning.	25	3%	12	2%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	181	20%	101	19%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	363	40%	205	38%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	257	28%	166	31%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	88	10%	60	11%
Total	N = 914	100%	N = 544	100%

3B: Acquisition and use of knowledge skills (including early language).	Actual FFY 2010-2011 (# and % of children)		Actual FFY 2009-2010 (# and % of children)	
a. Percent of children who did not improve functioning.	15	2%	15	3%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	177	19%	113	21%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	391	43%	229	42%

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d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	264	29%	151	28%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	67	7%	36	7%
Total	N= 914	100%	N = 544	100%

3C: Use of appropriate behaviors to meet their needs.	Actual FFY 2010-2011 (# and % of children)		Actual FFY 2009-2010 (# and % of children)	
a. Percent of children who did not improve functioning.	15	2%	14	3%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	159	17%	102	19%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	378	41%	223	41%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	287	31%	163	30%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	75	8%	42	8%
Total	N = 914	100%	N = 544	100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

The Lead Agency utilized the Early Childhood Outcomes (ECO) Center's suggested format in reporting FFY 2010-2011 data alongside the state's target.

Beginning July 1, 2010, Early Childhood Outcomes (ECO) entrance and exit have been collected in the Tennessee Early Intervention Data System (TEIDS). An Early Childhood Outcomes Screen was added to TEIDS. The information collected on the screen was developed based on the seven-point scale of the ECO Child Outcomes Summary Form (COSF).

Outcome entrance decisions are made by the Individualized Family Service Plan (IFSP) team using assessment/evaluation, eligibility, and parent information at the initial IFSP meeting. Evaluation/assessment information for infants and toddlers birth to age three years is obtained from the Battelle Developmental Inventory-2 (BDI-2). Outcome exit decisions are made at a review change or transition meeting for children who have been in early intervention services for a minimum of six months who exit prior to or at three years of age. Exit data from Part C are utilized by several Local Education Agencies (LEAs) for children who are determined eligible for Part B, Preschool special education services.

Early Childhood Outcomes (ECO) data (entrance and exit) have been collected for 914 children between July 1, 2010, and June 30, 2011. FFY 2010-2011 was the first year that all nine TEIS-POEs collected both entrance and exit data.

Early Childhood Outcome (ECO) reports are available on the state level, TEIS-POE level, and child level. By the end of FFY 2009-2010 all TEIS-POEs received training. The Office of Early Childhood (OEC) central office has ability to review ECO data in TEIDS, send utilization reports on ECO data, and drill down data comparing POEs.

**Discussion of Summary Statements**

The Lead Agency reports progress in comparison with FFY 2009-2010 data for four of the six measurements (Outcome B, Summary Statements 1 and 2; Outcome C, Summary Statements 1 and 2). The Lead Agency reports slippage in comparison with FFY 2009-2010 data for two of the six measurements (Outcome A, Summary Statements 1 and 2).

The state **exceeded** two of its six targets (Outcome A, Summary Statement 1 and Outcome C, Summary Statement 1) based on ECO data collected for FFY 2010-2011.

ECO data for FFY 2010-2011 were analyzed across the nine TEIS Point of Entry Offices (POEs). The Lead Agency reports:

- One POE exceeded all state targets

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- Seven additional POEs met or exceeded one or more state targets (see Table 3.1 below)
- One POE fell below all state targets

Table 3.1: Summary of TES-POEs Meeting or Exceeding State Targets

Outcome/ Statement	State Target FFY 2010-2011	Number of TEIS-POEs Meeting or Exceeding State Target	Percentage Range Meeting or Exceeding State Target
A - 1	74.9%	Six out of nine	75% to 89%
A - 2	47.4%	Two out of nine	48% to 54%
B - 1	78.4%	Five out of nine	79% to 90%
B - 2	45.2%	Two out of nine	50% to 52%
C - 1	76.9%	Seven out of nine	79% to 92%
C - 2	49.4%	Four out of nine	50% to 57%

The Lead Agency is unsure as to why one POE fell below all state targets. It is hypothesized that it may be an issue of training as this was a POE that received training in 2008 and training has evolved and improved as more information has been available to states. Re-training will be scheduled during FFY 2011-2012 for this particular POE office – See revisions to improvement activities.

**Discussion of a-e Progress Data**

The Lead Agency also compared a-e outcome progress data for FFY 2010-2011 and FFY 2009-2010. The N size in FFY 2010-2011 increased by 370 children. See Table 3.2 below for summary of percentage change between these two years.

Table 3.2: Percentage of change for outcome progress data

Change in percentage from FFY 2010 and FFY 2009	Outcome Progress Categories
No change	3B(e), 3C(c) and(e)
Increase of 1%	3A(a) and (b); 3B(c) and (d); 3C(d)
Increase of 2%	3A(c)
Decrease of 1%	3A(e); 3B(a); 3C(a)
Decrease of 2%	3B(b); 3C(b)
Decrease of 3%	3A(d)

A preliminary data analysis of ECO data was conducted at the state-level and TEIS-POE-level. There were variances observed across both state and POE levels. As N-Size will continue to increase each year, the state anticipates having more meaningful information for the 2015 APR (FFY 2013-2014) as there will have been three years for both entrance and exit data collection. Three POEs (SE, SC, and MD) have only been collecting entrance/exit data for one year. Three POE's (FT, UC, and SW) have been collecting entrance/exit data for two years. ET, GN and NW have now been collecting entrance/exit data for three years. The Lead Agency recognizes a need for technical assistance relative to drawing conclusions from data and in determining the validity of state targets established in FFY 2009-2010.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Status and Updates
Weekly review of ECO information to monitor data entry (entrance and exit) into TEIDS to improve data quality.	Begin July 1, 2010 and ongoing	Point of Entry (POE) personnel and Office of Early Childhood (OEC) Data Managers	Completed.  This activity has been incorporated into regular operational procedures.
Technical assistance on ECO processes will be provided as needed based on review of data to improve data quality.	Begin July 1, 2010 and ongoing	OEC Training Workforce Development Coordinator and Training Team	Completed.  Technical assistance was provided to TEIS-POEs regarding ECO processes. Additional Training and Technical Assistance will be provided as warranted or requested. This activity has been incorporated into regular operational procedures.

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Data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS ECO exit data to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) OEC State Data Manager and Public Consulting Group (PCG)	Completed.  This activity has been incorporated into regular operational procedures. Exit data from Part C are utilized by a number of Local Education Agencies (LEAs) for children who are determined eligible for Part B, Preschool special education services.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2013:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of the following new activities which detailed below. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

**Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)**

Activity/ Action	Timelines	Resources
Deliver re-training on ECO entrance and exit data collection to the TEIS-POE who fell below all state targets to ensure consistency within data collection processes.	Spring 2012	OEC Workforce Development Coordinator, 619 Preschool Coordinator
As the state's N-size is beginning to increase, the Lead Agency requests technical assistance support to develop strategies for future data analysis for annual performance reporting and for the development of meaningful improvement activities impacting early childhood outcomes.	Begin November 2011	OEC Director, OEC Data Manager, OEC Workforce Development Coordinator, OEC Part C Monitoring Coordinator, OSEP State Contact, Mid-South Regional Resource Center, Early Childhood Outcomes (ECO) Center

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Early Intervention Services In Natural Environments**

**Indicator 4:** Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 U.S.C. 1416(a)(3)(A) and 1442)

**Measurement:**

- A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.
- B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.
- C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

**4A. 97% = 701/726 x 100 → Exceeded State Target**

**4B. 94% = 687/729 x 100 → Exceeded State Target**

**4C. 97% = 708/728 x 100 → Exceeded State Target**

**Target Data and Actual Target Data for FFY 2010-2011:**

Target Data and Actual Target Data	FFY 2010 Target	FFY 2010 Actual	
A. Know their rights	95.01%	701/726	96.56 (97%)
B. Effectively communicate their children's needs	90.01%	687/729	94.24 (94%)
C. Help their children develop and learn	94.01%	708/728	97.25 (97%)

4A. The State exceeded its target for this indicator measurement.

4B. The State exceeded its target for this indicator measurement.

4C. The State exceeded its target for this indicator measurement.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

All families of Part C eligible infants and toddlers in Tennessee with active IFSPs were used for the collection of data. Point in time data were pulled on February 28, 2011. Family address information was pulled from Tennessee Early Intervention Data System (TEIDS) for all nine TEIS-POEs. Two options for survey completion were provided to families – online and hard copy through mail. Options included English and Spanish formats. Families for whom TEIDS contained an email address were notified to complete the survey online. Two reminders regarding the online survey option were sent. Surveys were then mailed to remaining families – those without email addresses and those who had email addresses but had not responded to the online survey. The online option for survey completion was

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made available when the hard copy survey was mailed. A total of 2648 NCSEAM surveys were delivered with 734 or 27.72% responding. Of the 734 respondents, 250 (34%) responded online and 484 (66%) responded through mail. The Lead Agency has continued to utilize the same family survey attached in the FFY 2008-2009 Annual Performance Plan (APR).

East Tennessee State University (ETSU) personnel disseminated and collected family survey data. Utilizing ETSU resources for centralized data collection was done to ensure consistent, valid, and reliable data statewide. A contact phone number and email address were provided should families have questions. There were a few incidences where families made contact for assistance. When surveys were returned undeliverable but with a forwarding address, surveys were resent. Resources through the Lead Agency's contract with East Tennessee State University (ETSU) will continue to be utilized for survey dissemination via online and mail utilizing the NCSEAM survey for FFY 2011-2012.

The Lead Agency is pleased to report a 1.76% increase in survey response rate from FFY 2009. In FFY 2010, 2648 surveys were delivered with a response of 27.72%. In FFY 2009, 2650 surveys were delivered with a response of 25.96%. The Lead Agency believes this increase in response rate is due to the two activities initiated during FFY 2010-2011. See improvement activities updates below. There was also a 6% increase in families who responded to the survey online with FFY 2010: 34% and FFY 2009: 28%.

Based on the survey response rate compared with December 1, 2010 Child Count Data, the Lead Agency determined that survey results are representative of the Part C population size (birth to three years of age) served for FFY 2010-2011. The response rate allows the State to have a 95% confidence level with 3.08% confidence interval. These results were confirmed by using the "Sample Size Calculator" at <http://www.surveysystem.com/sscalc.htm>.

For FFY 2010-2011, the Lead Agency also reviewed family survey results against two additional variables when looking at representativeness of results. The two variables in addition to the Part C population size served were: 1) community type – rural, suburban, and urban; and 2) race/ethnicity – American Indian, Asian, Black, Hawaiian/Pacific Islander, Hispanic, Multiple Races and White.

Survey results for community type revealed a representative response rate across rural, suburban, and urban communities when compared with 618 Child Count Data for those community types. There was no statistically significant difference across community types. Community types were proportionately represented within survey data collections.

Results based on the variable of race/ethnicity revealed a comparable response rate among all race/ethnicity groups – American Indian, Asian, Black, Hawaiian/Pacific Islander, Hispanic, Multiple Races and White populations when compared to 618 Child Count Data for these populations. There was no statistically significant difference across race/ethnicity types. Race/ethnicity types were proportionately represented within survey data collections.

The Lead Agency reports progress of overall survey results for Indicators 4A, 4B and 4C from FFY 2009-2010. All three indicators had an increase and the state exceeded all of its' targets. Indicator 4A had an increase of 2.12%, Indicator 4B showed an increase of 2.08%, and Indicator 4C an increase of 1.67%. The Lead Agency also reports progress from FFY 2009-2010 in that survey results indicate an increase in the response rate of 1.7

### Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Activity Status
Notify TEIS-POEs when family data are pulled for survey preparation in order for POE personnel to be informed of the families who were selected for survey participation.	April 2011, ongoing	State Data Manager, East Tennessee State University Contractor, TEIS-POE District Administrators	Completed.  As this activity appears to have had a positive impact on survey response rates it has now been incorporated into regular survey processes.
Educating families selected during regularly scheduled meetings by providing them with a sample copy of the survey, discussing when they should receive the survey and the importance of their input for TEIS.	April/ May 2011, ongoing	TEIS-POE District Administrators and Service Coordinators, TEIS families	Completed.  As this activity appears to have had a positive impact on survey response rates it has now been incorporated into regular survey processes.

**APR – Part C (4)****Tennessee****Other Activities during FFY 2010-2011**

In the summer of 2011, the OEC Training Team collaborated with Tennessee School for the Deaf (TSD) personnel to provide training relative to helping families of children who are deaf or have a hearing loss to develop and learn. The SKI-HI Curriculum developed by the Utah State University was utilized. This program offers support and resources in natural environments for families with infants, toddlers, and preschoolers, age birth to five, who are deaf and hard of hearing. Training provided in July 2011 for all 2010 SKI-HI Participants. Additional early interventionists were added to address turnover and capacity needs. New participants who participated in a one day SKI-HI Curriculum session to provide them with the information obtained by 2010 participants. Early Literacy development was the focus of the 2011 SKI HI Training.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of the following new activity detailed below. The SPP has been updated to reflect the addition of this new activity.

Activity/ Action	Timelines	Resources
<p>Explore incorporating the family survey into the Tennessee Early Intervention Data System (TEIDS) for annual survey data collection. This would entail developing a new TEIDS screen where families would have the ability to log into TEIDS in response to the survey. In order to protect confidentiality, data would only be accessible at the state level within the child's early intervention record. Procedures for data collection would remain the same as described above under "Discussion," with the exception of the ability to collect data directly into TEIDS rather than an online site.</p> <p>It is expected that the TEIDS improvement will enable the state in the future to analyze family survey and early childhood outcomes data as both data sets will be contained within a child's record. The Lead Agency also anticipates the TEIDS improvement will positively impact survey response rates as well as the additional activities described in "Updates" above.</p>	Spring 2012	OEC Director, OEC State Data Manager, Yahasoft Contractor, ETSU Contract staff, Part C Monitoring Coordinator

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / Child Find**

**Indicator 5:** Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

Percent = [(# of infants and toddlers birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100 compared to National data.

**.65% = 510/79016 x 100 compared to National Average of 1.03%**

FFY	Measurable and Rigorous Target
2010-2011	.89%

**Actual Target Data for FFY 2010-2011:**

The U.S. Census Bureau's population for infants and toddlers in Tennessee under the age of one was 79,016 for FFY 2010-2011. The total number of infants and toddlers in Tennessee under the age of one with IFSPs on December 1, 2010, was 510. 618 Child Count Data reports Tennessee at .65% as compared to the national average of 1.03%. The state did not meet its target for FFY 2010-2011.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

Tennessee reports slippage for FFY 2010-2011 relative to the national average which remained the same, 1.03%. Overall, the State experienced a decrease in number of infants and toddlers served birth through 1 year from the previous fiscal year – FFY 2010, 510 for .65% and FFY 2009, 586 for .69%. Even though the change of 76 children (-.13%), represents a significant change (both number and percentage changed of 10), there was not a significant change in total number of children (birth to age three years) reported on the December 1, 2010 Child Count.

The Lead Agency believes one factor impacting slippage is state and department employee travel restrictions that have been in effect since 2009. These restrictions have challenged TEIS-POE personnel to fully participate in public awareness/child find activities. Importantly though, travel restrictions have not applied to personnel (i.e., developmental evaluators, service coordinators, early intervention service providers) who work directly with children and families.

Tennessee is considered a state with a narrow eligibility definition. Because of this, it is difficult to meaningfully compare Tennessee's data for Indicator 5 with the national average. The national average is determined annually from the average across 52 states (including the District of Columbia and Puerto Rico). These states have eligibility criteria that range from broad to moderate to narrow.

**FFY 2010-2011 Updates for Improvement Activities**

As of July 1, 2010, funding for Screening Tools and Referral Training (START) Program shifted from Tennessee's Medicaid Program (i.e., TennCare) to the Department of Education and continues to provide statewide regional trainings free of charge to medical personnel who represent a primary referral source for TEIS. The START Program offers pediatricians, family physicians, nurse practitioners, nurses, and other primary care providers the knowledge, skills, and strategies to make routine developmental and behavioral screening a part of their health care protocol for all children, especially the very young. The START Program is delivered by pediatricians and family physicians trained to teach this program. A TEIS-Point of Entry (POE) representative is present at all regional trainings to deliver a portion

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of the training specific to TEIS. For practices that choose to have an abbreviated office-based training, the POE contacts those practices after training is delivered. During FFY 2010-2011, 50 physicians, 70 staff, and 255 Allied Health/ medical students were trained with 5 pediatric practices, 9 family practices, and 10 medical schools participating in the training. More information on the START program can be found on their website at: <http://www.tnaap.org/DevBehScreening/aboutSTART.htm>.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

<b>Activity/ Action</b>	<b>Timelines</b>	<b>Resources</b>	<b>Activity Status</b>
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	OEC Director, OEC personnel	Ongoing. Review was not completed due to personnel constraints. The position for Public Awareness Coordinator has been vacant since Fall of 2009 and there has been a statewide hiring freeze in effect. It is expected the Plan will be reviewed by OEC personnel during FFY 2011-2012. A review of referral data report that physicians continue to be the primary referral source behind parents. It is believed that the START training positively impacts referrals from physicians.
Continue collaboration with the Screening Tools and Referral Training (START) Program.	Began 2005 and ongoing	OEC Training Workforce Development Coordinator, TEIS-POE Leadership	Ongoing. See narrative above this table for updated FFY 2010-2011 status.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012. It is anticipated a meeting will be held in Spring of 2012 for further discussion.
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's' choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee	Completed.  TEIS Training Workforce Development Coordinator in collaboration with TN Arc representative presented at the Division of College and Career Readiness Annual Conference in February 2011 and the 2011 Disability Mega Conference in May 2011. Training is provided to POE staff on an as needed basis.

**APR – Part C (4)****Tennessee****Other Activities during FFY 2010-2011**

Beginning June 2011, the newborn hearing screening follow-up for the Early Hearing Detection and Intervention (EHDI) Program moved from the State Department of Health into the State Department of Education, Office of Early Childhood (OEC) Central Office. Prior to this date, follow-up had been contracted to the Division of School Readiness and Early Learning (DSREL). OEC personnel working in collaboration with the EHDI Program provides follow-up to families when their newborn failed the first hearing screening in the hospital. Follow-up involves such activities as: determining if the child has had a second screening, assisting the family to find a facility in their area if their infant has yet to have a second screening, informing the family about services through TEIS if their infant failed the second screening and they have not already been referred to TEIS, making referrals to TEIS, reporting the outcome of follow-up into the Department of Health's database.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the modification of two activities and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Activity/ Action	Timelines	Resources
Purchase of Hearing Screening Devices to be used by TEIS-POE personnel during the eligibility evaluation process if a child is referred for a speech delay and/or if a family expresses a concern related to hearing. Devices will also be purchased for Head Start and Early Head Start programs throughout Tennessee.	September 2011	OEC Training Workforce Development Coordinator
Develop a formal protocol between TEIS and the Tennessee Head Start Collaborative Office for the purpose of Head Start programs (both Early Head Start and Head Start) to become a resource for families when an infant has failed the first newborn hearing screening and where the family is unable to receive a follow up screening in a location within a reasonable driving distance from their home. The designated OEC staff will assist a family in finding a Head Start program in their area as an option. Any infant who fails the second screening from a Head Start program will automatically be referred to TEIS with parent permission.	January 2012	OEC Training Workforce Development Coordinator, OEC Trainers, TN Head Start Collaboration Office, OEC Newborn Hearing Screening Coordinator
Provide training to both TEIS and Head Start/Early Head Start personnel by the authorized Vendor of purchase.	January 2012	OEC Training Workforce Development Coordinator, OEC Trainers, TN Head Start Collaboration Office, Vendor of purchase
Full implementation for use of hearing screening devices by TEIS-POE personnel and by Head Start/ Early Head Start Program personnel.	February 2012	POE TEIS personnel, Head Start/ Early Head Start personnel
The Lead Agency will target specific TEIS-Point of Entry (POE) offices to develop PSAs as a strategy to impact child find. These POEs will be selected based on district needs relative to child find.	Spring 2012	OEC Director, OEC Training Workforce Development Coordinator
The Lead Agency will initiate PSAs for specific TEIS-Point of Entry (POE) offices.	Summer 2012	OEC Director, OEC Training Workforce Development Coordinator
Deliver training to Early Intervention Resource Agencies (EIRA) and other early interventionists who provide services to children with vision impairments. Training provided is a collaborative effort between TEIS Training and Workforce Development personnel with the Tennessee School for the Blind. Qualification guidelines must be met by all	August 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Tennessee School for the Blind

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participants. The intent of the training is to provide early interventionists with the strategies and skills needed to work with children with vision impairment.		
Deliver Train-the-Trainer Parent Training to Early Intervention Resource Agency (EIRA) personnel. Trainings address topics related to assisting parents working with their children who have Autism. The purpose of training is to provide early interventionists with training and materials that they can take back to their agencies to provide support to parents and staff working with children with Autism. Training is provided through a collaborative effort between TEIS Workforce Development and Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) personnel.	August and September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Vanderbilt TRIAD personnel
Deliver three regional trainings relative to working with children with multi-sensory delays. Training is provided as a collaborative effort between TREDs (Tennessee's Project for Individuals with Combined Hearing and Vision Loss) and TEIS Training Workforce Development personnel. Target participants are Early Intervention Resource Agencies (EIRAs) staff. The purpose of training is to provide information, skills and techniques to early interventionists working with children who have hearing and/or vision deficits.	September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, TREDs personnel

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / Child Find**

**Indicator 6:** Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

Percent = [(# of infants and toddlers birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100 compared to National data.

**1.67% = 4054/242477 x 100 compared to the National Average of 2.82%**

FFY	Measurable and Rigorous Target
2010-2011	2.37%

**Actual Target Data for FFY 2010-2011:**

The U.S. Census Bureau's population for infants and toddlers birth through two years of age was 242,477 for FFY 2010-2011. The total number of infants and toddlers in Tennessee birth through two years of age with IFSPs on December 1, 2010, was 4054. 618 Child Count Data reports Tennessee at 1.67% as compared to the national average of 2.82%. The state did not meet its target for FFY 2010-2011.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

Tennessee reports slippage from FFY 2010-2011 relative to the national average, which had an increase of .15%. Overall, the State experienced a decrease in number of infants and toddlers reported on the December 1, 2010 Child Count, birth through 2 year, from the previous fiscal year – FFY 2010, 4054 for 1.67% and FFY 2009, 4257 for 1.65%. Even though there was a decrease of 203 children there was a small positive change (+.02) relative the number of children reflected on the 2010 December 1, Child Count. This change does not represent a significant change as both the number and percentage did not change by 10.

The Lead Agency believes one factor impacting slippage is state and department employee travel restrictions that have been in effect since 2009. These restrictions have challenged TEIS-POE personnel to fully participate in public awareness/child find activities. Importantly though, travel restrictions have not applied to personnel (i.e., developmental evaluators, service coordinators, early intervention service providers) who work directly with children and families.

Tennessee is considered a state with a narrow eligibility definition. Because of this, it is difficult to meaningfully compare Tennessee's data for Indicator 6 with the national average. The national average is determined annually from the average across 52 states (including the District of Columbia and Puerto Rico). These states have eligibility criteria that range from broad to moderate to narrow.

When providing information within the state (i.e., Commissioners, Legislators, other state departments, SICC, etc.) regarding the number of infants/toddlers served birth through two years of age for a fiscal year, the Lead Agency utilizes the Federal 618 Data from both the December 1 Child Count and Exiting. December 1 Child Count is a "snapshot" of the number of children with IFSPs on that particular day. Exiting data provides the number of children who had an IFSP at some point during the course of the full fiscal year. The Lead Agency believes that the

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combination of these two numbers is a more accurate reflection of actual numbers of infants/toddlers served during a fiscal year. For FFY year 2010-2011 the combined number was 7583 infants and toddlers served birth through age two years – 4054, December 1 Child Count and 3529, Exiting.

**FFY 2010-2011 Updates for Improvement Activities**

As of July 1, 2010, funding for Screening Tools and Referral Training (START) Program shifted from Tennessee's Medicaid Program (i.e., TennCare) to the Department of Education and continues to provide statewide regional trainings free of charge to medical personnel who represent a primary referral source for TEIS. The START Program offers pediatricians, family physicians, nurse practitioners, nurses, and other primary care providers the knowledge, skills, and strategies to make routine developmental and behavioral screening a part of their health care protocol for all children, especially the very young. The START Program is delivered by pediatricians and family physicians trained to teach this program. A TEIS-POE representative is present at all regional trainings to deliver a portion of the training specific to TEIS. For practices that choose to have an abbreviated office-based training, the POE contacts those practices after training is delivered. During FFY 2010-2011, 50 physicians, 70 staff, and 255 Allied Health/ medical students were trained with 5 pediatric practices, 9 family practices, and 10 medical schools participating in the training. More information on the START program can be found on their website at:

<http://www.tnaap.org/DevBehScreening/aboutSTART.htm>.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	OEC Director, OEC personnel	Review was not completed due to personnel constraints. The position for Public Awareness Coordinator has been vacant since Fall of 2009 and there has been a statewide hiring freeze in effect. It is expected the Plan will be reviewed by OEC personnel during FFY 2011-2012. A review of referral data report that physicians continue to the primary referral source second to parents. It is believed that the START training positively impacts referrals from physicians.
Continue collaboration with the START Program.	Began 2005 and ongoing	OEC Training Workforce Development Coordinator, TEIS-POE Leadership	Ongoing. See narrative above this table for updated FFY 2010-2011 status.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012. It is anticipated a meeting will be held in Spring of 2012 for further discussion.
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's'	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee	Completed.  TEIS Training Workforce Development Coordinator in collaboration with TN Arc representative presented at the Division of College and Career Readiness Annual Conference in February 2011 and the 2011 Disability Mega Conference in May

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choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.			2011. Training is provided to POE staff on an as needed basis.
A statewide parent outreach and training will be conducted regarding early identification of Autism spectrum disorders. This activity is a result of the Tennessee's "Learn the Signs Act Early" leadership team. This project is a national priority for the Centers for Disease Control (CDC). This work will be completed via a contract/subcontract with the three state chapters of the Autism Society of America.	July 2010	OEC Training Workforce Development Coordinator, Three Regional State Chapters of the Autism Society of America	Completed July 2011.  Thirty-three trainings were provided statewide with a total attendance of 725 participants which included both parent and practitioners. Evaluation feedback for training was positive.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the modification of two activities and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Activity/ Action	Timelines	Resources
Deliver training to Early Intervention Resource Agencies (EIRA) and other early interventionists who provide services to children with vision impairments. Training provided is a collaborative effort between TEIS Training and Workforce Development personnel with the Tennessee School for the Blind. Qualification guidelines must be met by all participants. The intent of the training is to provide early interventionists with the strategies and skills needed to work with children with vision impairment.	August 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Tennessee School for the Blind
Deliver Train-the-Trainer Parent Training to Early Intervention Resource Agency (EIRA) personnel. Trainings address topics related to assisting parents working with their children who have Autism. The purpose of training is to provide early interventionists with training and materials that they can take back to their agencies to provide support to parents and staff working with children with Autism. Training is provided through a collaborative effort between TEIS Workforce Development and Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) personnel	August and September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Vanderbilt TRIAD personnel

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Deliver three regional trainings relative to working with children with multi-sensory delays. Training is provided as a collaborative effort between TREDs (Tennessee's Project for Individuals with Combined Hearing and Vision Loss) and TEIS Training Workforce Development personnel. Target participants are Early Intervention Resource Agencies (EIRAs) staff. The purpose of training is to provide information, skills and techniques to early interventionists working with children who have hearing and/or vision deficits.	September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, TREDs personnel
The Lead Agency will target specific TEIS-Point of Entry (POE) offices to develop PSAs as a strategy to impact child find. These POEs will be selected based on district needs relative to child find.	Spring 2012	OEC Director, OEC Training Workforce Development Coordinator
The Lead Agency will initiate PSAs for specific TEIS-Point of Entry (POE) offices.	Summer 2012	OEC Director, OEC Training Workforce Development Coordinator

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / Child Find**

**Indicator 7:** Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

Percent = [(# of infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by the (# of infants and toddlers with IFSPs evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations/assessments and initial IFSP meetings, including the reasons for delays.

**99% =  $3334/3373 \times 100$  – timely eligibility determination**

Number of documented delays attributable to exceptional family circumstances = 91

**96% =  $3248/3373 \times 100$  – timely initial IFSP meetings**

Number of documented delays attributable to exceptional family circumstances = 304

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for FFY 2010-2011:**

Timely eligibility determination: 98.84% - based on 3334 infants and toddlers with timely eligibility determination out of 3373 infants and toddlers with initial IFSP development.

Timely initial IFSP development: 96.29% - based on 3248 infants and toddlers with timely initial IFSP meetings out of 3373 infants and toddlers with initial IFSP development.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

FFY 2010-2011, data were reported entirely from the Tennessee Early Intervention Data System (TEIDS) – full census data for Part C eligible infants and toddlers who had eligibility determination and initial IFSP development.

Monthly data were compiled by the nine Point of Entry (POE) Data Managers and were reviewed by TEIS-POE leadership prior to submission to the Office of Early Childhood (OEC) Monitoring Coordinator. POE data reports accounted for reasons of untimely service delivery (i.e., family or system). The OEC Monitoring Coordinator and Part C Data Manager pulled full census year data and conducted a match with data submitted by each POE. This data match was done in order to ensure fidelity of fiscal data collected. A review of the final matched data was completed by OEC monitoring personnel in order to validate reasons for untimely service delivery determined by POE Data Managers.

The Battelle Developmental Inventory-2 (BDI-2) continues to be utilized as the evaluation tool for Part C eligibility determination. Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for **timely eligibility determination**.

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<b>Total # Eligibility Determination for Infants/Toddlers with Initial IFSPs</b>	<b># Timely</b>	<b># Untimely due to exceptional family circumstances</b>	<b>Total # Timely Eligibility Determination for Infants/Toddlers with Initial IFSPs</b>
3373	3243	91	3334

Measurement:

- Number of Timely Eligibility Determination for Infants/Toddlers with Initial IFSPs (3334) = # Timely (3243) + # Untimely Due to Exceptional Family Circumstances (91).
- Percent of timely eligibility determination for children with initial IFSPs (99%) = Total # of Timely Eligibility Determination for children with Initial IFSPs (3334) / Total # of Eligibility Determination for Children with Initial IFSPs (3373).

The Lead Agency reports progress from FFY 2009-2010 for Indicator 7 relative to **timely eligibility determination**. Data for FFY 2010-2011 reveals that 99% (98.84) of infants/toddlers had timely eligibility determination where in FFY 2009-2010 the percentage was 97% (97.04). This represents a 2% (1.80) increase.

Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for **timely initial IFSP development**.

<b>Total # Initial IFSPs</b>	<b># Timely</b>	<b># Untimely due to exceptional family circumstances</b>	<b>Total # Timely Initial IFSPs</b>
3373	2944	304	3248

Measurement:

- Number of timely Initial IFSPs (3248) = # Timely (2944) + # Untimely Due to Exceptional Family Circumstances (304)
- Percent of timely Initial IFSPs (96%) = Total # of Timely Initial IFSPs (3248) / Total # Initial IFSPs (3373).

Documented exceptional family circumstances for delay relative to **eligibility determination** include difficulty in locating or contacting family upon receipt of referral, child/family sickness, family's preferred scheduling, family "no show" when developmental evaluator went to the home.

Documented exceptional family circumstances for delay relative to **initial IFSP development** include difficulty locating or contacting the family upon receipt of referral, child/family sickness, family's preferred scheduling, family vacation, family 'no show' when service coordinator went to the home for a timely scheduled meeting.

Identified system issues for delay include delays in contacting family and/or completing intake upon receipt of referral into TEIS, delays in requesting developmental evaluation or scheduling initial IFSP meeting after eligibility has been determined, poor planning management of Service Coordinators around approved leave or holidays, and lack of documentation.

The Lead Agency reports progress from FFY 2009-2010 for Indicator 7 relative to timely initial IFSP development. Data for FFY 2010 reveals that 96% (96.29%) infants and toddlers had timely initial IFSP development where in FFY 2009-2010 the percentage was 92% (91.73%). This represents a 5% (4.56%) increase.

The Lead Agency believes the positive increase was impacted by the use of SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**imely) Job Plans used for annual personnel performance appraisals. SMART Job Plans are behaviorally-based performance measures utilizing data specific to job performance. FFY 2010-2011 was the first year for the implementation of performance-based personnel reviews. This new process brought added specific focus to federal compliance indicators. Performance data were collected and used with TEIS personnel who are responsible for the eligibility determination process and for initial IFSP development.

The Lead Agency utilizes a family survey developed through the National Center for Special Education Accountability Monitoring (NCSEAM) for Annual Performance Report, Indicator 4. This survey collects feedback from families participating in Part C early intervention. Refer to Indicator 4 for information about survey distribution and data collection. The Lead Agency is pleased with the 2011 responses for survey items which are applicable to IFSP development:

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- My family daily routines were considered when planning for my child's services – 98%
- I have felt a part of the team when meeting to discuss my child – 98%

**Status of FFY 2009-2010 Findings**

All nine EIS programs were monitored during FFY 2009-2010. There were four findings (SE, UC, SC, and MD) of noncompliance issued relative to annual monitoring activities for Indicator 7. The Monitoring Team verified the timely correction of all noncompliance (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have held an initial IFSP for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS.

The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Correction is determined through verification of all child-level noncompliance (if applicable) and through a review of subsequent data. Information regarding how the Lead Agency implements the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

**Correction of FFY 2009 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).**

1. Number of findings of noncompliance that state made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	4
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	4
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

**FFY 2010-2011 Findings of Noncompliance**

All nine EIS programs were monitored during FFY 2010-2011. Two findings of noncompliance (ET and GN) were made relative to Indicator 7. Information regarding these findings will be reported in Indicator 9 of the February 2013 APR. Of important note, OEC monitoring personnel have verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u> .	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood	Completed July 2010.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed.  The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the

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management and aid in the tracking and correction of system issues increasing the POE's level of compliance.			OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes.  The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes.  Based on annual monitoring data, it is believed that the re-structure of these positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the provision of consistent <u>professional development</u> .	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed.  Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team	Completed.  See narrative for the preceding activity status.
Utilize SMART Job Plan performance data for Indicator 7 when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 <sup>st</sup> Interim) November 2010 (2 <sup>nd</sup> Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator	Completed.  SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion" above regarding impact of process.

**Other Activities during FFY 2010-2011**

Spring 2011, the TEIS Operations Manual was updated and revised. This Manual details daily/ routine operations within the TEIS System from the point of referral into TEIS to transition/ exit. A designated OEC Trainer working with the Part C Monitoring Coordinator took the lead on revisions working closely with the OEC Training Workforce Development Coordinator and OEC Director. Input was also solicited from a seasoned Service Coordinator. The

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revised Manual was completed July 2011. Training on the Manual for all TEIS-POE personnel is planned during FFY 2011-2012.

The TEIDS-Plus Project ended June 2011. This federally funded research project, first initiated in FFY 2007-2008, was for the purpose of studying the impact of a web-based quality assurance system designed to monitor and improve Individualized Family Service Plan (IFSP) development and implementation. The system included five components for helping Service Coordinators and families make data-based decisions when developing the IFSP. Tennessee Early Intervention Data System (TEIDS) served as the platform for the project's embedded learning objects with links in TEIDS to the TEIDS-Plus website containing information and examples on the five components. The Project's hypothesis was that those POEs having access to TEIDS-Plus use a higher quality process for developing IFSPs and produce higher quality IFSPs than those POEs with access to only the standard TEIDS. The project was approved for a one year no cost extension in order to collect and analyze final data. Information regarding results will be available June 2012.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2011:**

As the state does not report 100% compliance for Indicator 7, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities along with these new activities. The SPP has been updated to reflect the addition of these activities.

**Improvement Activities/Timelines/Resources established FFY 2010 (2010-2011)**

Activity/ Action	Timelines	Resources
The Routines Based Interview (RBI) continues to be Tennessee's process for gathering family assessment information for IFSP development.  Three OEC Trainers will participate in the 2011 Routines Based Interview Certification Institute in order to develop additional personnel resources to monitor quality and provide support to TEIS-POEs as they complete RBIs.	August 2011	OEC Training Workforce Development Coordinator, OEC Training personnel
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	OEC Trainer, Part C Monitoring Coordinator

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / Effective Transition**

**Indicator 8:** Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and services;
- B. Notification to LEA, if child potentially eligible for Part B; and
- C. Transition conference, if child potentially eligible for Part B.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

- A. Percent =  $[(\# \text{ of children exiting Part C who have an IFSP with transition steps and services}) \div (\# \text{ of children exiting Part C})] \times 100$ .
- B. Percent =  $[(\# \text{ of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred}) \div (\# \text{ of children exiting Part C who were potentially eligible for Part B})] \times 100$ .
- C. Percent =  $[(\# \text{ of children exiting Part C and potentially eligible for Part B where the transition conference occurred}) \div (\# \text{ of children exiting Part C who were potentially eligible for Part B})] \times 100$ .

Account for untimely transition conferences, including reasons for delays.

**A. 100% =  $3373/3373 \times 100 \rightarrow$  Compliance with Federal Target**

**B. 100% =  $3373/3373 \times 100 \rightarrow$  Compliance with Federal Target**

**C. 96% =  $1953/2034 \times 100$**

Number of documented delays attributable to exceptional family circumstances = 199

FFY	Measurable and Rigorous Target
2010-2011	A. 100% B. 100% C. 100%

**Actual Target Data for FFY 2010-2011:**
**8A. IFSPs with Transition Steps and Services**

100% - 3373 infants and toddlers had initial IFSP development in FFY 2010-2011. Tennessee Early Intervention Data System (TEIDS) contains a validation which assures compliance for this component of indicator 8 – all children with initial IFSP development have a transition outcome/goal. The Lead Agency met the Federal Target for component A of the indicator.

**8B. LEA Notifications**

100% - based on 3373 infants and toddlers had initial IFSP development in FFY 2010-2011. Quarterly notification data are pulled from TEIDS and shared with Local Education Agencies (LEAs). The Lead Agency met the Federal Target for component B of the indicator. In Tennessee, Part C eligibility definition is aligned closely with Part B eligibility definition as a result all children served in Part C are potentially eligible for Part B special education services.

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### 8C. Transition Conferences

96.02% - based on 1953 children who had timely LEA transition conferences out of the 2043 children who reached the age for transition and where parent gave consent for an LEA transition conference.

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:

As reported for **8A** in the 2/1/08 APR (FFY 2006-2007), TEIDS contains a validation that assures every child has a transition outcome/goal before an Initial IFSP can be saved as final. For FFY 10-11, the Lead Agency reports maintenance of compliance utilizing the current TEIDS validation.

As reported for **8B** in the 2/1/08 APR (FFY 2006-2007), the Lead Agency has a process for data sharing between the Part C System and Local Education Agencies (LEAs). Quarterly directory information (including contact information) is pulled for children who had initial IFSP development from July 1, 2010 through December 31, 2010. The Lead Agency modified the content information regarding the children to be included in the quarterly file in order to be in alignment with OSEP guidance relative to early childhood transition. Beginning April 2011 the LEA notification/referral file includes children who turned two years old in the previous quarter. The OEC State Data Manager separates data by each LEA and sends to the appropriate LEA Special Education Supervisor for their dissemination to preschool personnel for use in planning. For FFY 2010-2011, the Lead Agency reports maintenance of compliance utilizing the current process for LEA notification.

For **8C**, FFY 2010-2011 full census data were collected from the Tennessee Early Intervention Data System (TEIDS) for Part C children who had a LEA transition conference unless a conference was refused by the family.

Monthly data were compiled by the nine Point of Entry (POE) Data Managers and were reviewed by TEIS-POE leadership prior to submission to the Office of Early Childhood (OEC) Monitoring Coordinator. POE data reports accounted for reasons of untimely LEA transition planning conferences (i.e., family or system). The OEC Monitoring Coordinator and OEC State Data Manager pulled full census year data and conducted a match with data submitted by each POE. This data match was done in order to ensure fidelity of fiscal data collected. A review of the final matched data was completed by OEC monitoring personnel in order to validate reasons for untimely LEA transition planning conferences determined by POE Data Managers.

Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for timely LEA Transition Conferences.

<u>Total # LEA Conferences</u>	# Timely	# Untimely Due to Exceptional Family Circumstances	<u>Total # Timely LEA Conferences</u>
2034	1754	199	1953

Documented exceptional family circumstances for delay of transition conferences include child/family sickness, family vacation, family's preferred scheduling, and family "no show" for a timely scheduled meeting. Identified system issues for delay of transition conferences include scheduling difficulties or delays by the Service Coordinator, poor planning management of service coordinators around approved leave or holidays, and lack of documentation.

#### Measurement:

Number of Timely LEA Transition Conferences (1953) = # Timely (1754) + # Untimely Due to Exceptional Family Circumstances (199)

Percentage of Timely LEA Transition Conferences (96%) = Total # of Timely Conferences (1953) / Total # of Conferences (2034).

The Lead Agency reports progress from FFY 2010-2011 for Indicator 8C. Data for FFY 2010-2011 reveals that 96.02% of children had timely LEA transition conferences where in FFY 2009-2010 the percentage was 94.09%. This represents a 2% (1.93%) increase from FFY 2009-2010.

The Lead Agency believes the positive increase was impacted by the use of SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**imely) Job Plans used for annual personnel performance appraisals. SMART Job Plans are behaviorally-based performance measures utilizing data specific to job performance. FFY 2010-2011 was the first year for the implementation of performance-based personnel reviews. This new process brought added specific focus to federal

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compliance indicators. Performance data were collected and used with TEIS personnel who are responsible for LEA transition conferences.

The Lead Agency utilizes a family survey developed through the National Center for Special Education Accountability Monitoring (NCSEAM) for Annual Performance Report, Indicator 4. This survey collects feedback from families participating in Part C early intervention. Refer to Indicator 4 for information about survey distribution and data collection. The Lead Agency is pleased with the 2011 responses for survey items which are applicable to transition:

- I was given information to help me prepare for my child's transition – 96%

### Status of FFY 2009-2010 Findings

All nine EIS programs were monitored during FFY 2009-2010. One finding (MD) of noncompliance was made relative to indicator 8C. The Monitoring Team verified that correction for the one finding occurred in a timely manner (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have held an LEA transition conference for every child, although late, unless the child was no longer within the jurisdiction of TEIS.

The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Correction is determined through verification of all child-level noncompliance (if applicable) and through a review of subsequent data. Information regarding how the Lead Agency implements the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

### **Correction of FFY 2008 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance.**

1. Number of findings of noncompliance that state made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	1
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	1
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

### FFY 2010-2011 Findings of Noncompliance

All nine EIS programs were monitored during FFY 2010-2011. There were no findings of noncompliance made for Indicator 8C. Information will be reported in Indicator 9 of the February 2013 APR.

### FFY 2010-2011 Updates for Improvement Activities

The Lead Agency continues to utilize its web-based training "Early Childhood Transition: Connecting the Dots." This web-based curriculum was originally developed by the North Central Regional Resource Center and modified for use in Tennessee. The online, competency-based curriculum is used by Part C (TEIS) and Part B (LEA) personnel who are directly involved in early childhood transition. The OEC Training Workforce Development Coordinator is able to monitor and compile reports regarding training utilization by participants from TEIS-POEs, Early Intervention Resource Agencies (EIRAs), and Local Education Agency (LEA). This training was updated January 2011 based on OSEP guidance regarding early childhood transition.

In FFY 2010-2011, the Office of Early Childhood (OEC) Training Workforce Development Coordinator and Trainers distributed the transition booklet entitled, "Steps to Success" to TEIS-POEs to be utilized with families during home visits. The booklet contains information and activities to educate families about transition timelines, steps, and expectations for Part C/ Part B personnel and families during the transition process. A web-based resource has also been developed to complement the booklet which allows for individual tailoring by each district to include specific LEA requirements. This resource contains modules which support the Booklet sections and will be utilized by TEIS Service Coordinators and Early Intervention Resource Agencies (EIRAs) personnel. It is expected that this initiative will further improve smooth transitions from Part C to Part B and continue to impact progress toward compliance. See Improvement Activity Updates for FFY 2010-2011 below for additional information.

### **Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Review organizational structure, including roles and	July 2010	Division of School Readiness and Early Learning (DSREL)	Completed July 2010.

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responsibilities relative to <u>data management</u> and <u>professional development</u> .		leadership – Assistant Commissioner, Director of the Office of Early Childhood	
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, OEC State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed.  The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, OEC State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes.  The Part C Monitoring Coordinator and OEC State Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes.  Based on annual monitoring data, it is believed that the re-structure of these positions positively impacted progress towards compliance. Data

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			Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the provision of consistent <u>professional development</u> .	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed.  Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator; and OEC Training Team	Completed.  See narrative for the preceding activity status.
Bi-monthly data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS transition data (i.e., assessment and services information) to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) State Data Manager and Public Consulting Group (PCG)	Completed. Ongoing activity that is now integrated into routine processes.  As anticipated, this process has improved data sharing. It is easier to now identify children who transitioned from Part C to Part B, 619. LEAs are now expecting data and communicating with the OEC State Data Manager when a child's IFSP does not come with the data file. The process has improved Part C's supportive work relative to annual reporting by Part B, 619 for APR Indicator 12.
Utilize SMART Job Plan performance data for Indicator 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 <sup>st</sup> Interim) November 2010 (2 <sup>nd</sup> Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator	Completed.  SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion" above regarding impact of process.

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Update "Early Childhood Transition: Connecting the Dots." Updates to include clarifications related to OSEP's Early Childhood Transition FAQs.	Spring 2011	OEC Preschool Consultant, Training Workforce Development Coordinator, OEC State Data Manager, Training Team	<p>Ongoing.</p> <p>All new TEIS-POE personnel are required to complete the training. Additionally, should a TEIS-POE have a finding of noncompliance for Indicator 8C all personnel will be required to complete a refresher as a standard action in the Corrective Action Plan (CAP).</p> <p>As personnel from Early Intervention Resource Agencies (EIRAs) are often involved in transition, new agency personnel are encouraged to complete the training.</p> <p>The Lead Agency has found this consistent training available to all involved with transition to be useful resource as it provides pertinent information relative to both Part C and Part B, 619 requirements.</p> <p>As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will re-revisit training curriculum making any additional adjustments warranted based on final regulations. Training had already been revised in FFY 2010-2011 to be consistent with OSEP guidance.</p>
Deliver training to TEIS-POE and EIRA personnel on the usage of the "Steps to Success" Booklet and complementary web-based resource.	Spring 2011	OEC Preschool Consultant Training Workforce Development Coordinator, Training Team	<p>Ongoing activity.</p> <p>Resource Book along with the training content has been completed</p> <p>Training relative to the usage of the booklet and web-based resource will be completed Spring 2012.</p>

**Other Activities during FFY 2010-2011**

Fall of FFY 2010-2011, the Lead Agency began reviewing its procedures in light of new OSEP guidance regarding early childhood transition. As Part B, 619 is housed in the Office of Early Childhood (OEC), this review involved the Part B, 619 Coordinator. State procedures/ processes were aligned where needed and information was provided to

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TEIS-POEs. “Transition: Connecting the Dots,” web-based training on early childhood transition, was updated as noted above in Improvement Activities Updates for FFY 2010-2011. The OEC State Data Manager, Training Workforce Development Coordinator, and Part B, 619 provided training to LEAs during the Annual Division of College and Career Readiness Conference (formally called the Special Education Conference) in February 2011. Additional clarifications were developed after the Conference and sent in a joint memorandum to both TEIS-POEs and LEAs. See new activity added under “Revisions” below.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

As the state does not report 100% compliance for Indicator 8C, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities. The SPP has been updated to reflect the addition of these new activities.

**Improvement Activities/Timelines/Resources established FFY 2009 (2010-2012)**

Activity/ Action	Timelines	Resources
Deliver regional trainings with TEIS-POE leadership and LEAs regarding early childhood transition as a follow-up to the February 2011 Annual Division of College and Career Readiness Conference.	Fall 2011	OEC Director, 619 Coordinator, OEC State Data Manager, and 619 Regional Consultants
As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will re-revisit procedures/ processes again for early childhood transition relative to final regulations, making any adjustments warranted. Should revisions be necessary, the Lead Agency will provide further clarification jointly to TEIS-POEs and LEAs.	Spring 2012	Office of Early Childhood (OEC) Director, OEC personnel, Part B, 619
As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will develop an intra-agency agreement between Part C and Part B, 619 relative to early childhood transition.	April 2012	Office of Early Childhood (OEC) Director, OEC personnel, Part B, 619, Special Education Attorney

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 9:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**100% = 13/13 x 100 → Compliance with Federal Target**

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for FFY 2010-2011:**

The reader is referred to the following information related to the state's system of general supervision for monitoring when reviewing content for indicator 9 which is inclusive of Indicators 1, 7, and 8C.

- A. Early Intervention Service (EIS) Programs. In Tennessee, EIS programs are defined as the nine Tennessee Early Intervention System Point of Entry Offices (TEIS-POEs). Each POE has a leadership team structure with direct oversight provided by a District Administrator. State personnel in these offices are responsible for: 1) Part C eligibility determination and 2) all service coordination activities which include IFSP development, oversight of service delivery, and transition. Each TEIS-POE has an Office of Early Childhood (OEC) Data Manager who keeps POE leadership informed regarding status of accurate data entry into the Tennessee Early Intervention Data System (TEIDS); status of compliance measures with Indicators 1, 7, and 8C; and additional data elements which are tracked at the POE level.
- B. Monitoring Activities. The Lead Agency monitors EIS programs (TEIS-POEs). Annual monitoring training is delivered to TEIS-POEs relative to the types of monitoring activities; pertinent updates from OSEP related to monitoring, process for the identification of noncompliance; the three step process for determining correction of noncompliance, and the basic corrective planning process should a finding of noncompliance be issued. Monitoring activities are conducted through the following three avenues:
  1. Annual Monitoring: All nine EIS programs are monitored annually. The Tennessee Early Intervention Data System (TEIDS) allows for web-based tracking of compliance at the individual child level. Full fiscal year census data from TEIDS are utilized annually for the monitoring of federal compliance Indicators 1, 7, and 8C. Compliance with Indicator 8A is maintained through a TEIDS validation. Compliance with Indicator 8B is addressed through quarterly data sharing at the state level between Part C and Part B. The review for

status of compliance and the issuing of findings if warranted occurs during August-October for the previous fiscal year.

2. Dispute Resolution: Findings of noncompliance may be issued as an outcome of one of the three dispute resolution processes (i.e., administrative complaint, mediation, due process). Identifying noncompliance and issuing a finding when warranted may occur at any point during the fiscal year.
  3. Focused Monitoring Activities: Standard activities are planned based on one or more of the following: 1.) IDEA Related Requirements; 2.) TEIS Operations Manual; 3) TEIS Policy Manual; and/ or 4.) Input regarding possible issues from Office of Early Childhood (OEC) personnel. Typically monitoring activities occur in the spring and may focus on one or more TEIS-POEs. Focused monitoring may also be initiated based upon a particular concern which warrants investigation. A finding of noncompliance for this type of situation may be issued at any point during the fiscal year.
- C. Issuing findings of noncompliance. A finding of noncompliance can be issued to an EIS program through any of the monitoring activities described above. When this occurs the Office of Early Childhood (OEC) issues a letter of finding along with supporting data and a Corrective Action Plan (CAP) template.
- D. Determining correction of noncompliance: The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. When correction has been achieved, the OEC issues a letter of correction to the POE along with the final, completed CAP. The Lead Agency adheres to the federal Office of Special Education Program's (OSEP) definition for timely correction – as soon as possible, but not more than one year from the date the finding was issued. The 09-02 Memorandum identifies a “two-prong approach” when determining correction. The Lead agency uses the following three steps when determining correction as part of its system of general supervision:
1. Child-level correction (prong 1). When child-level noncompliance is discovered (i.e., a child has yet to receive an IFSP service [Indicator 1], have a meeting [Indicators 7 or 8C], or any other child-level compliance issue), the child's TEIDS identification number is recorded within the TEIS-POE's initial CAP template prepared by the Part C Monitoring Coordinator. Annual training addresses the need for immediate attention and correction of such issues when found. The TEIS-POE informs the Monitoring Team of correction through monthly CAP progress reporting. The Part C Monitoring Coordinator verifies correction by reviewing each child's record in Tennessee Early Intervention Data System (TEIDS).
  2. Correct Implementation of regulatory requirements (prong 2). A subsequent review of data is made relative to the finding in order for the Part C Monitoring Coordinator to verify that the TEIS-POE is correctly implementing the specific regulatory requirements for each infant and toddler. This entails a review of monthly, full census data in TEIDS until 100% compliance is achieved.
  3. Completion of Corrective Action Plans (CAPs). The Lead Agency additionally utilizes a Corrective Action Plan as part of its system of general supervision. The CAP provides the vehicle for the EIS Program to identify systemic issues impacting noncompliance and address those issues through the development and implementation of a plan of correction. As part of the CAP development, the POE conducts a Root Cause Analysis (RCA) related to system issues across all children which led to the noncompliance. Based on the results of the RCA, corrective action steps are developed which include information regarding timelines and the identification of who is responsible for each action step. OEC Monitoring Team provides technical assistance to the POE for the development of the CAP. The CAP template becomes a monthly reporting and communication tool between the POE and the Part C Monitoring Coordinator. It is used to document progress status until corrective actions/ measures have been implemented. The Lead Agency uses this third step in the correction process to ensure EIS program leadership have identify and address local systemic issues which impact both POE status and state-level compliance.
- E. Issuing Letters of Determination. The Lead Agency issues EIS Program Letters of Determinations after the completion of all monitoring activities for the fiscal year. Decisions regarding program determinations are made from a full review of monitoring information and are based upon the four categories defined by IDEA – Meets requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention. This review is conducted by

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the senior leadership of the Office of Early Childhood (OEC). The OEC issues a letter of determination to the POE along with a copy of “Tennessee’s System of Enforcements for EIS Programs.” This document details Tennessee’s enforcement actions for each of the four categories.

**OSEP Indicator 9 Worksheet**

The worksheet below reports the status of correction for findings made in FFY 2009-2010.

**Timely correction of noncompliance within one year of identification**

<b>Indicator</b>	<b>General Supervision System Components</b>	<b># of EIS Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</b>	<b>(a) # of Findings of Noncompliance Identified in FFY 2009 (7/1/09 to 6/30/10)</b>	<b>(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification</b>
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	5	5
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A <sup>A</sup>	N/A <sup>A</sup>	N/A <sup>A</sup>
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
3. Percent of infants and toddlers with IFSPs who demonstrate improved outcomes	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A <sup>B</sup>	N/A <sup>B</sup>	N/A <sup>B</sup>
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
4. Percent of families participating in Part C who report that early intervention services have helped the family	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A <sup>C</sup>	N/A <sup>C</sup>	N/A <sup>C</sup>

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Indicator	General Supervision System Components	# of EIS Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of Noncompliance Identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
5. Percent of infants and toddlers birth to 1 with IFSPs	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A <sup>D</sup>	N/A <sup>D</sup>	N/A <sup>D</sup>
6. Percent of infants and toddlers birth to 3 with IFSPs	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: A. IFSPs with transition steps and services;	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

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Indicator	General Supervision System Components	# of EIS Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of Noncompliance Identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
appropriate community services by their third birthday including: B. Notification to LEA, if child potentially eligible for Part B:	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: C. Transition conference, if child potentially eligible for Part B	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	<b>Dispute Resolution:</b> Complaints, Hearings	0	0	0
Focused Monitoring on IDEA Related Requirements Focus Area: Procedural Safeguards (2) and community concern expressed (1)	<b>Monitoring Activities:</b> Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
<b>Sum the numbers down Column a and Column b</b>		<b>13</b>	<b>13</b>	<b>13</b>

**Footnotes for Indicator 9 Worksheet:**

- A.** Indicator 2 – Primary Settings. OSEP defines this Federal indicator as a results indicator. For this indicator, the state is compared to the annual state target utilizing annual 618 Data for settings (Table 2). These data are made available to the early intervention community on the State's website under "TN Child Count Data" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml). Data are shared specifically with district EIS programs and the State Interagency Coordinating Council (SICC). In the *Annual Report to the Public* posted on the State's website under "Reports" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml), data for each EIS program is provided as a comparison with the annual State target.
- B.** Indicator 3 – Child Outcomes. OSEP defines this Federal indicator as a results indicator. The results of child outcomes data are collected and reported in the state's Annual Performance Report (APR). See Indicator 3 in this report. Results are shared with EIS programs who collected data and with the SICC. In the *Annual Report to the Public* posted on the State's website under "Reports" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml), data for each EIS program is provided as a comparison with the annual State target.
- C.** Indicator 4 – Family Outcomes. OSEP defines this Federal indicator as a results indicator. The results of family survey data are collected and shared specifically with the EIS programs and the SICC. In the *Annual Report to the Public* posted on the State's website under "Reports" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml), data for each EIS program is provided as a comparison with the annual State target.

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D. Indicators 5 and 6 – Children served birth to age one year (Indicator 5) and children served birth to three years of age (Indicator 6). OSEP defines this Federal indicator as a results indicator. For this indicator, the state is compared to the national baseline utilizing annual 618 Data (Table 1, Section A). These data are made available to the early intervention community on the State's website under "TN Child Count Data" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml). Data are shared specifically with district EIS programs and the State Interagency Coordinating Council (SICC). In the *Annual Report to the Public* posted on the State's website under "Reports" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml), data for each EIS program is provided as a comparison with the annual state target.

### Indicator 9 Worksheet Summary

#### FFY 2009-2010 Monitoring Results for Correction of Noncompliance:

##### Annual Monitoring:

In FFY 2009-2010, all nine EIS programs were monitored. Ten findings of noncompliance were issued. Five findings were issued (ET, SE, UC, SC, and MD) relative to Indicator 1. Four findings were issued (SE, UC, SC, and MD) for Indicator 7. One finding was issued (MD) for Indicator 8C. With technical assistance from OEC Monitoring Team, each POE conducted a root cause analysis and developed corrective measures as part of a Corrective Action Plan (CAP). The Monitoring Team reviewed subsequent monthly child-level data to verify correction of noncompliance. Timely correction was achieved for all 10 findings. This information is reported above in the Indicator 9 Worksheet.

##### Dispute Resolution:

In FFY 2009-2010, there were no findings issued to EIS Programs relative to dispute resolution processes. This information is reported above in the Indicator 9 Worksheet.

##### Focused Monitoring:

In FFY 2009-2010, three findings of noncompliance (ET, SE, and MD) were issued relative to focused monitoring activities. Two findings (SE and MD) were related to IDEA Related Requirements for Procedural Safeguards addressed as part of planned focused monitoring activities ensuring all children's hard files contain authorization to release information forms to share/exchange information with those working with the child. One finding (ET) resulted from the Office of Early Childhood (OEC) Monitoring Team investigating an expressed community concern regarding the POE's eligibility processes. The OEC Monitoring Team verified the timely correction for all three findings. This information is reported above in the Indicator 9 Worksheet.

Percent of noncompliance corrected within one year of identification was 100% (column b sum (13) divided by column a sum (13) times 100).

OEC personnel have verified that all nine EIS programs are correctly implementing the specific regulatory requirements, and have initiated services for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS. The Lead Agency utilized direction from both OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) and OSEP's 09-02 Memorandum.

#### Correction of FFY 2009 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).

1.	Number of findings of noncompliance that state made during FFY 2008 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator 9 Worksheet)	13
2.	Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding) (Sum of Column b on the Indicator 9 Worksheet)	13
3.	Number of findings not verified as corrected within one year [(1) minus (2)]	0

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:

The Lead Agency reports maintenance of compliance for indicator 9 - timely correction within one year from date of written finding. Data from FFY 2010-2011 (APR, current year) reveals, 100% and from FFY 2009-2010 (APR, last year), 100%.

**APR – Part C (4)****Tennessee**Monitoring Activities Completed in FFY 2010-2011:

## Annual Monitoring:

All nine EIS programs are monitored annually. In FFY 2009-2010, nine findings of noncompliance were issued relative to annual monitoring activities. Seven findings (ET, SE, UC, GN, SC, NW, and MD) were issued for Indicator 1. Two findings (ET and GN,) were issued for Indicator 7. Information regarding these findings will be reported in Indicator 9 of the February 2013 APR. Of important note, OEC Monitoring Team has verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed above in this Indicator.

## Dispute Resolution:

In FFY 2010-2011 there were no findings issued to EIS programs relative to dispute resolution processes. This information will be reported in Indicator 9 worksheet of the February 2013 APR.

## Focused Monitoring:

In FFY 2010-2011 there were no findings issued to EIS programs relative to focused monitoring activities. This information will be reported in Indicator 9 worksheet of the February 2013 APR.

**Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates**

<b>Activity/ Action</b>	<b>Timelines</b>	<b>Resources</b>	<b>Activity Status</b>
As appropriate, review and revise the TEIS Operations Manual.	Begin October 2009 and annually	Training Workforce and Development Coordinator, Part C Coordinator, OEC personnel	Completed Spring of 2011.  See new activity added below under "Revisions."
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u> .	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood	Completed July 2010.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, OEC State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed.  The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring

**APR – Part C (4)**
**Tennessee**

			Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, OEC State Data Manager; OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes.  The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes.  Based on annual monitoring data, it is believed that the re-structure of the Data Manager positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the consistent provision of <u>professional development</u> .	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed.  Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team	Completed.  See narrative for the preceding activity status.
Utilize SMART Job Plan performance data for Indicators 7 and 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 <sup>st</sup> Interim) November 2010 (2 <sup>nd</sup> Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator	Completed.  SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion" above regarding impact of process.

**APR – Part C (4)****Tennessee****Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources. Even though the Lead Agency reports maintenance of compliance with Indicator 9, the following additional activities have been added. The Lead Agency will continue to implement activities outlined in the State Performance Plan (SPP). The SPP has been updated to reflect the addition of these activities.

**Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)**

Activity/ Action	Timelines	Resources
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011.  TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.	February 2012	OEC Trainer, Part C Monitoring Coordinator, OEC Director, TEIS-POE District Administrators, OEC Data Managers
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	OEC Trainer, Part C Monitoring Coordinator

## Part C State Annual Performance Report (APR) for 2010-2011

**Overview of the Annual Performance Report Development:**

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 10:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

**0% = 0 + 0/0 x 100**

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for 2010-2011:**

100%. No administrative complaints were filed for the fiscal year.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-2011:**

For FFY 2010-2011, the Lead Agency reports maintenance of compliance for Indicator 10.

Family survey results (Indicator 4) revealed that 97% of families participating in Part C report that early intervention services have helped the family know their rights. This is a 2.12% increase from FFY 2009.

**Improvement Activities/Timelines/Resources - FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

## Part C State Annual Performance Report (APR) for 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 11:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.  
**0% = 0+0/0 x 100**

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for FFY 2010-2011:**

100% - No due process hearings were requested for the fiscal year.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-2011:**

For FFY 2010-2011, the Lead Agency reports maintenance of compliance for Indicator 11.

Family survey results (Indicator 4) revealed that 97% of families participating in Part C report that early intervention services have helped the family know their rights. This is a 2.12% increase from FFY 2009.

**Improvement Activities/Timelines/Resources - FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been integrated within routine processes as outlined in the State Performance Plan (SPP).

## Part C State Annual Performance Report (APR) for 2010-2011

**Overview of the Annual Performance Report Development:**

Refer to Overview, page 3.

<b>Monitoring Priority: Effective General Supervision Part C / General Supervision</b>
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**Indicator 12:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

<b>Measurement:</b> Percent = (3.1(a) divided by 3.1) times 100.
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<b>0% = 0/0 x 100</b>
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FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.

**Actual Target Data for FFY 2010-2011:**

No incidences occurred for this reporting period.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-2011:**

Family survey results (Indicator 4) revealed that 97% of families participating in Part C report that early intervention services have helped the family know their rights. This is a 2.12% increase from FFY 2009.

**Improvement Activities/Timelines/Resources - FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

## Part C State Annual Performance Report (APR) for 2010-2011

**Overview of the Annual Performance Report Development:**

Refer to Overview, page 3.

<b>Monitoring Priority: Effective General Supervision Part C / General Supervision</b>
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**Indicator 13:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

<b>Measurement:</b> Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.
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<b>0% = 0+0/0 x 100</b>
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FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.

**Actual Target Data for FFY 2010-2011:**

100% - No due mediations were requested for the fiscal year.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:**

For FFY 2010-2011, the Lead Agency reports maintenance of compliance for Indicator 13.

Family survey results (Indicator 4) revealed that 97% of families participating in Part C report that early intervention services have helped the family know their rights. This is a 2.12% increase from FFY 2009.

**Improvement Activities/Timelines/Resources - FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

## Part C State Annual Performance Report (APR) for FFY 2010-2011

## Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

## Monitoring Priority: Effective General Supervision Part C / General Supervision

**Indicator 14:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C 1416(a)(3)(B) and 1442)

**Measurement:** State reported data, including 618 data, State performance plan, and annual performance reports, are:

- a. Submitted on or before due dates ((February 1 for child count and settings and November 1 for exiting and dispute resolution); and
- b. Accurate, including covering the correct year and following the correct measurement.

**A. 100% = Annual Performance Report and 618 Child Count Data → submitted timely**

**B. Assurance of accurate data – provided**

FFY	Measurable and Rigorous Target
2010-2011	100%

**Actual Target Data for FFY 2010-2011:**

100% - All State reported data were submitted on time; and to the best knowledge of the Lead Agency, data were accurate given the definitions at the time. There are multiple information and data verification checks built into the submission of the APR/SPP and 618 Data. The Lead Agency utilized the "Indicator 14 Data Rubric" for calculating data reported for this indicator.

**Part C Indicator 14 Data Rubric**

Indicator 14 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8A	1	1	2
8B	1	1	2
8C	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
		<b>Subtotal</b>	30
<b>APR Score</b>	<b>Timely Submission Points</b>		5

**APR – Part C (4)****Tennessee**

<b>Calculation</b>	If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.	
	<b>Grand Total</b> (Sum of subtotal and Timely Submission Points) =	<b>35</b>

<b>Indicator 14 - 618 Data</b>					
<b>Table</b>	<b>Timely</b>	<b>Complete Data</b>	<b>Passed Edit Check</b>	<b>Responded to Data Note Requests</b>	<b>Total</b>
<b>Table 1 – Child Count</b> <b>Due Date: 2/1/11</b>	1	1	1	N/A	3
<b>Table 2 – Settings</b> <b>Due Date: 2/1/11</b>	1	1	1	1	4
<b>Table 3 – Exiting</b> <b>Due Date: 11/1/11</b>	1	1	1	N/A	3
<b>Table 4 – Dispute Resolution</b> <b>Due Date: 11/1/11</b>	1	1	1	N/A	3
				<b>Subtotal</b>	13
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 2.5) =		<b>32.5</b>

<b>Indicator #14 Calculation</b>	
A. APR Grand Total	35.00
B. 618 Grand Total	32.50
C. APR Grand Total (A) + 618 Grand Total (B) =	67.50
Total NA in APR	0.00
Total NA in 618	2.50
<b>Base</b>	<b>67.50</b>
D. Subtotal (C divided by Base*) =	1.00
E. Indicator Score (Subtotal D x 100) =	100%

\*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.5 for 618

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010-2011:**

For FFY 2010-2011, the Lead Agency reports maintenance of compliance for Indicator 14.

**Annual Performance Report and State Performance Plan**

Refer to the APR Overview on page 3, regarding process for information and data verification in report development. See Attachment for Tennessee's Interagency Coordinating Council (ICC) Certification.

**Federal 618 Data**

All Federal 618 Data were pulled from the Tennessee Early Intervention Data System (TEIDS) for all required tables. The Part C Data Manager and Part C Monitoring Coordinator verified that data were error-free, consistent, valid, and reliable. Data were reported on the required Westat DTS forms and submitted timely.

**Tennessee's Annual Report to the Public**

Federal 616 report requirements were completed for FFY 2010-2011. The report was posted in March 2012, one month after the APR due date. An email was sent to OSEP State Contact informing of the posting and with website

**APR – Part C (4)****Tennessee**

link. The FFY 2010-2011 Report will be posted in March 2012 on the State's website under "Reports" at [http://tennessee.gov/education/teis/reports\\_data.shtml](http://tennessee.gov/education/teis/reports_data.shtml).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

# **2010-2011 Annual Performance Report (APR)**

## **Attachment**

Tennessee's Interagency Coordinating Council (ICC) Certification